

LEADERSHIP MONOGRAPH SERIES

MONOGRAPH #5

**COMPANY GRADE
OFFICER LEADERSHIP**

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LEADERSHIP FOR THE 1970's

**US ARMY WAR COLLEGE
STUDIES OF LEADERSHIP
FOR THE PROFESSIONAL SOLDIER**



DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
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US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

PREFACE

In 1971, a study on "Leadership for the 1970's" was conducted by the US Army War College at the direction of the Chief of Staff. Shortly thereafter, teams from the CONARC Leadership Board visited Army posts, camps, and stations throughout the world, discussing professionalism and leadership, and gathering data which represents the views of leaders at all grade levels on the subject of leadership.

The information collected by the CONARC leadership teams constitutes the largest data base on Army leadership ever assembled. The US Army War College, with assistance from the Office of the Deputy Chief of Staff for Personnel, has undertaken the task of analyzing this massive data base.

The results of these analyses, and related material, will be published as a continuing series of monographs over the next several years. It is our hope that these monographs will be of practical value to those charged with the responsibility for policies and programs of leadership development.

FRANKLIN M. DAVIS, JR.
Major General, USA
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US ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH SERIES

Monograph #4
SENIOR NCO LEADERSHIP

by

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January 1974

MONOGRAPH #4: SENIOR NCO LEADERSHIP¹

A Senior NCO has been defined as an individual serving in pay grades E-7, E-8 or E-9. Such individuals are, in general, professional soldiers and as such have been called the "backbone of the Army." Senior NCO leadership today is probably one of the most difficult jobs in the Army. The Senior NCO is the one leader in the Army structure who is truly the "man in the middle." Below him in the structure are mostly young, relatively inexperienced, first term enlisted men and Junior NCOs. Above the Senior NCO in the structure are mostly young, relatively inexperienced, first term officers. Thus it is not surprising that there are considerable differences between how superiors and subordinates see the Senior NCO as a leader and how he sees himself.

In this monograph we will attempt to make explicit the three points of view of the Senior NCOs, their superiors, and their subordinates -- as they focus on Senior NCO leadership. Also included are the views of Senior NCOs, directed toward their superiors and subordinates.

The information in this monograph may be used to answer the following questions:

1. What are the most important leadership behaviors for Senior NCOs, according to their superiors, their subordinates, and the Senior NCOs themselves?
2. What do Senior NCOs perceive as the most important leadership behaviors on the part of their superiors and subordinates?
3. Which leadership behaviors do Senior NCOs perform most frequently according to themselves, their superiors, and their subordinates?
4. Which leadership behaviors do Senior NCOs believe their superiors and their subordinates perform most frequently?
5. Which leadership behaviors should be performed most frequently by Senior NCOs according to themselves, their superiors, and their subordinates?
6. Which leadership behaviors do Senior NCOs believe should be performed most frequently by their superiors and their subordinates?
7. For which behaviors do superiors, subordinates, and Senior NCOs themselves see the greatest shortfalls in Senior NCO leadership?

¹A summary of the background and theoretical foundations of the study was included in both Monograph 1 and Monograph 2.

8. For which behaviors do Senior NCOs see the greatest shortfalls in their superiors and in their subordinates?

METHODOLOGY

Summaries of several aspects of Senior NCO leadership are presented on the following pages.

Figure 1 focuses on the leadership behaviors seen as most important by Senior NCOs, by superiors of Senior NCOs, and by subordinates of Senior NCOs. In Figure 1, as in each of the figures to follow, there are three lists which reflect the views of Senior NCOs. These are (1) the Senior NCO's view of his own leadership in the center; (2) the Senior NCO's view of the leadership of his superior in the upper right; and (3) the Senior NCO's view of the leadership of his immediate subordinates in the lower right. The other two lists are (4) the views of immediate superiors of Senior NCOs in the upper left; and (5) the views of immediate subordinates of Senior NCOs in the lower left, both describing the leadership of Senior NCOs.

Figure 2 focuses on the leadership behaviors which are done or displayed most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Senior NCO leadership, as perceived by superiors of Senior NCOs and by subordinates of Senior NCOs. In the center of the figure is the Senior NCO's description of himself and at the right his description of his superior and his subordinate.

Figure 3 focuses on the leadership behaviors which individuals feel should be done or displayed most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Senior NCOs. In the center are the Senior NCO's expectations of himself, and on the right are the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Figure 4 focuses on potential problem areas or shortfalls. Shortfall has been defined as the difference between how frequently a behavior is done or displayed and how frequently it should be done, multiplied or weighted by the importance of the behavior. As a mathematical formula, shortfall can be represented as below:

$$\text{shortfall} = \left(\begin{array}{cc} \text{Expected or} & - \text{Actual or per-} \\ \text{desired frequency} & \text{ceived frequency} \end{array} \right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels that, for example, his superior

should always be easy to understand but in fact perceives him as seldom easy to understand, then a problem of shortfall exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study), then the problem is serious and demands corrective action.

The largest shortfalls in Senior NCO leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Senior NCOs themselves are in the center, and the largest shortfalls which Senior NCOs see in their superiors and subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Sr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Sr. NCOs' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- 4.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE IS EASY TO UNDERSTAND.

Sr. NCOs' View of Themselves

1. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
2. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
3. I KNOW MY MEN AND THEIR CAPABILITIES.
4. I AM WILLING TO SUPPORT MY SUBORDINATES.
5. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
- 6.5. I SET HIGH STANDARDS OF PERFORMANCE.
- 6.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
9. I APPROACH EACH TASK IN A POSITIVE MANNER.
10. I AM EASY TO UNDERSTAND.

Subordinates' View of Sr. NCOs

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS EASY TO UNDERSTAND.
8. HE IS APPROACHABLE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Sr. NCOs' View of Subordinates

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 5.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 5.5. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.

Figure 1

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Sr. NCOs

Sr. NCOs' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
9. HE IS EASY TO UNDERSTAND.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
8. HE IS EASY TO UNDERSTAND.
9. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE TAKES APPROPRIATE ACTION ON HIS OWN.

Sr. NCOs' View of Themselves

1. I AM WILLING TO SUPPORT MY SUBORDINATES.
2. I AM APPROACHABLE.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I SET HIGH STANDARDS OF PERFORMANCE.
5. I TAKE APPROPRIATE ACTION ON MY OWN.
- 5.5. I APPROACH EACH TASK IN A POSITIVE MANNER.
- 7.5. I SEE THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
- 7.5. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
9. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Sr. NCOs

Sr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
- 4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 4.5. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE IS EASY TO UNDERSTAND.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Figure 2

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Sr. NCOs

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE IS EASY TO UNDERSTAND.
- 7.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
- 7.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE IS APPROACHABLE.

Sr. NCOs' View of Superiors

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
- 4.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 4.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
- 6.5. HE IS EASY TO UNDERSTAND.
- 6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Sr. NCOs' View of Themselves

1. I SET HIGH STANDARDS OF PERFORMANCE.
2. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
3. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
- 4.5. I AM EASY TO UNDERSTAND.
- 4.5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
- 6.5. I APPROACH EACH TASK IN A POSITIVE MANNER.
- 6.5. I AM APPROACHABLE.
8. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
10. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.

Subordinates' View of Sr. NCOs

1. HE IS EASY TO UNDERSTAND.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
- 4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 4.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 6.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
- 6.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Sr. NCOs' View of Subordinates

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 2.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
- 2.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 6.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- 6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 8.5. HE IS EASY TO UNDERSTAND.
- 8.5. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Sr. NCOs

Sr. NCOs' View of Superiors

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
- *4. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
9. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- *2. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
3. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
- *6. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
10. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.

Sr. NCOs' View of Themselves

1. I AM EASY TO UNDERSTAND.
- *2. I AM SELFISH.
- *3. I CRITICIZE SUBORDINATES IN FRONT OF OTHERS.
4. I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. I KNOW MY MEN AND THEIR CAPABILITIES.
6. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
- *7. I MAKE IT DIFFICULT FOR MY SUBORDINATES TO USE INITIATIVE.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
- *9. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
10. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.

Subordinates' View of Sr. NCOs

Sr. NCOs' View of Subordinates

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
- *3. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
4. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE IS EASY TO UNDERSTAND.
7. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

- 1.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
- 1.5. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- *4. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- *6. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
- *7. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
8. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
9. HE IS EASY TO UNDERSTAND.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

*Negative shortfall; i. e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army. Therefore they probably do not fit exactly any one single Senior NCO. However, they should be an adequate guide and starting point for a Senior NCO who wants to examine and improve his own leadership. The list of shortfalls, in particular, should be of interest to anyone concerned with the continual improvement of NCO leadership.

Superior-Subordinate Roles.

In Monograph #3, Junior NCO Leadership, it was noted that Junior NCOs tended to view their subordinates in much the same way that they, the Junior NCOs, were viewed by their superiors. Also Junior NCOs viewed their superiors similarly to the way they, the Junior NCOs, were viewed by their subordinates. This finding is also true of Senior NCOs. In all four figures, there is marked similarity between the lists in diagonal corners of the page. This again points up the importance of the perspective, point of view, or role from which leadership is perceived. Subordinates across levels tend to see their bosses in a consistent fashion, and superiors across levels see their subordinates in a consistent fashion.

This finding is discussed in more depth in Monograph #3, Junior NCO Leadership.

Senior NCO Leadership Shortfalls.

Figure 4 reveals that superiors of Senior NCOs and subordinates of Senior NCOs agree on the number one shortfall in Senior NCO leadership. This is "being aware of the state of his unit's morale and doing all he can to make it high." This behavior also appears on both the superiors' and subordinates' lists of most important leadership behaviors (Figure 1) and on the subordinates' list of behaviors which Senior NCOs should do most often (Figure 3). Although this behavior is one of the 10 behaviors which Senior NCOs report they do most often (Figure 2), it is recognized by the Senior NCOs themselves as a major problem area. It is seen by the Senior NCOs as their sixth largest shortfall area. Obviously, this is an area where Senior NCOs should concentrate their efforts. Morale is a highly complex area and one in which problems are not easily solved. Therefore, this problem should not be "pushed off" on the Senior NCO. All persons involved, both superiors and subordinates alike, must share in the responsibility for morale and in attempts to improve early recognition of morale problems and their solution.

Senior NCOs see their own greatest shortfall in "being easy to understand." This behavior is not seen as a major problem area by

superiors of Senior NCOs and ranks only sixth according to subordinates of Senior NCOs. Thus it would appear that Senior NCOs may be doing a better job in this area than they believe. However, understanding between the professional soldier and entry level personnel, both officer and enlisted, will always be important.

Senior NCOs also believe that they are considerably more selfish than they should be. While this is probably true of all of us, it should be pointed out that this problem is not seen by either superiors or subordinates of Senior NCOs.

Senior NCOs, along with their superiors and their subordinates, do agree that a major shortfall in Senior NCO leadership is that too often Senior NCOs "criticize their subordinates in front of others." This is a problem which could be corrected fairly easily, since all parties involved, including the Senior NCO, agree that criticism of subordinates in front of others is overdone by the Senior NCO.

The final area to be singled out in this discussion of Senior NCO shortfall is a highly important area from the point of view of both superiors and subordinates. This area of leadership behavior is, "he keeps me informed of the true situation, good or bad, under all circumstances." Both superiors and subordinates see a major shortfall in this area. However, Senior NCOs appear to be relatively unaware of the problem. Therefore, Senior NCOs in general should perhaps put extra effort into insuring that both their superiors and their subordinates are kept informed. It should also be noted that Senior NCOs see this particular behavior as the largest shortfall in the behavior of their subordinates, and the fifth largest shortfall on the part of their superiors.

Monograph #5

The next monograph in the series, Company Grade Officer Leadership, will focus on the leadership of officers in grades O-1, O-2, and O-3. Its format will be similar to this paper and will attempt to answer the following questions:

1. What are the most important leadership behaviors for the Company Grade Officer from the point of view of their superiors, their subordinates, and their own point of view?
2. What do Company Grade Officers perceive as the most important leadership behaviors on the part of their superiors and subordinates?
3. Which leadership behaviors do Company Grade Officers perform most frequently according to themselves, their superiors, and their subordinates?
4. Which leadership behaviors do Company Grade Officers believe their superiors and their subordinates perform most frequently?

5. Which leadership behaviors should be performed most frequently by Company Grade Officers according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Company Grade Officers believe should be performed most frequently by their superiors and their subordinates?

7. For which behaviors do superiors, subordinates, and Company Grade Officers themselves see the greatest shortfalls in Company Grade Officer leadership?

8. For which behaviors do Company Grade Officers see the greatest shortfalls in their superiors and in their subordinates?

READER RESPONSE

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

In this monograph we have made an attempt to compile, condense, and communicate information which can be of utilitarian value to those charged with the continuing development of Army leadership. We have tried, in this monograph, to provide a link-up between the theory-laden, highly technical research world of the scientist and the practical, front line, real world of the leadership practitioner. We could have leaned too far in either direction. If you will give us a sensing from your position, we will adjust -- and hopefully bring subsequent monographs more on target.

Please complete the following items:

1. Organizational or individual address:

2. How readable is the monograph? (circle one)

/	/	/	/	/
Very Easy	Easy	Standard	Difficult	Very Difficult

3. How interesting is the monograph? (circle one)

/	/	/	/	/
Dull	Mildly Interesting	Interesting	Very Interesting	Dramatic

4. How useful do you feel this monograph can be to you? (circle one)

/	/	/	/	/
No Value	Information Only	Of Some Practical Value	Generally Useful to Assigned Tasks and Missions	Directly Applicable to Assigned Tasks and Missions

5. Considering the nature of the 30,000-man leadership data base, are there any particular questions you would like to see explored in future research and monographs?

6. Free Response:

Thank you.

Please return to: Leadership Study Group
US Army War College
Carlisle Barracks, PA 17013

* An Executive Summary of the study, Leadership for the 1970's, is available, on request, from the address above.

43 LEADERSHIP BEHAVIORS

HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
HE IS EASY TO UNDERSTAND.
HE TRAINED AND DEVELOPED HIS SUBORDINATES.
HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.
HE TAKES APPROPRIATE ACTION ON HIS OWN.
HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
HE OFFERS NEW APPROACHES TO PROBLEMS.
HE COUNSELS HIS SUBORDINATES.
HE SETS HIGH STANDARDS OF PERFORMANCE.
HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
HE APPROACHES EACH TASK IN A POSITIVE MANNER.
HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
HE IS WILLING TO SUPPORT HIS SUBORDINATES.
HE KNOWS HIS MEN AND THEIR CAPABILITIES.
HE IS APPROACHABLE.
HE GIVES DETAILED INSTRUCTIONS ON HOW THE JOB SHOULD BE DONE.
HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
HE LETS SUBORDINATES SHARE IN DECISION MAKING.
HE CRITICIZES A SPECIFIC ACT RATHER THAN AN INDIVIDUAL.
HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
HE RESISTS CHANGES IN WAYS OF DOING THINGS.
HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
HE IS SELFISH.
HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
HE EXPLAINS THE REASON FOR HIS ACTIONS TO HIS SUBORDINATES.
HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
HE DRAWS A DEFINITE LINE BETWEEN HIMSELF AND HIS SUBORDINATES.
HE IS OVERLY AMBITIOUS AT THE EXPENSE OF HIS SUBORDINATES AND HIS UNIT.
HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
HE FAILS TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
HE DEMANDS RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF HIS UNIT.
HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.